



CTSO Course Alignments: School Counseling

Below you will find standards for the School Counseling course aligned with competitive events from appropriate career and technical student organizations (CTSOs). Knowing the aligned events for your organization will allow you to have additional tools for teaching course standards, as well as increase student engagement and preparation in your CTSO activities. The final column recommends potential tools from other CTSO organizations. Even if your students are not participating in these organizations, available rubrics, tools, and materials can also add to the instructional resources at your disposal for best teaching your content.

Important to note: While the aligned activities below can be important tools in teaching course standards, it is important to note that events may not cover a standard in its entirety and should not be the sole instructional strategy used to address a standard.

	STANDARD	ALIGNED FCCLA COMPETITIVE EVENTS/PROGRAMS	OTHER POTENTIAL CTSO TOOLS & RESOURCES
1	Research and summarize in a clear and coherent narrative the influence of significant contributors to the history and development of school counseling in schools in the United States. Create a timeline or graphic illustration that represents when each of these major figures lived and highlights their unique contributions. (TN CCSS Reading 2, 7; TN CCSS Writing 2; FACS 4)		<ul style="list-style-type: none"> • HOSA: Extemporaneous Presentation • TSA: Desktop Publishing
2	Compile and analyze real-time labor market data, as well as economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to describe counselor education and licensing requirements, job availability, salaries, and benefits as school guidance counselors. (TN CCSS Reading 2; TN CCSS Writing 4, 9; FACS 4)	FCCLA: Job Interview, Entrepreneurship	<ul style="list-style-type: none"> • SkillsUSA: Job Interview, Employment Application Process, Entrepreneurship
3	<p>Citing specific textual evidence from Tennessee State Laws and Tennessee State Board of Education Policy Rules and Regulations, document the roles of counselors in serving students, parents, and staff in schools, explaining the difference between direct and indirect services. Duties may include but are not limited to:</p> <ol style="list-style-type: none"> Administering diagnostic and placement tests Providing academic advisement and course scheduling Guiding career and college readiness activities Advocating for students with special needs Conducting parent conferences Handling discipline referrals Counseling individual students <p>(TN CCSS Reading 1, 2, 4; CCS Writing 4, 9)</p>		<ul style="list-style-type: none"> • HOSA: Job Seeking Skills • TSA: Career Preparation

4	Analyze the relationship between the knowledge, abilities, skills, and attitudes outlined in the American School Counselor Association (ASCA) Competencies and the importance of graduate degrees in hiring and advancement. Revisit and revise where appropriate the career pathway plan, which outlines academic and career achievement goals created in the Fundamentals of Education course with findings. (TN CCSS Reading 2; TN CCSS Writing 6, 9; TN Psychology; TN Sociology)		
5	Research professional ethical standards for school counselors from recognized professional organizations, such as the American School Counselor Association and/or the American Counseling Association. Synthesize principles from the standards to create a personal code of ethics. (TN CCSS Reading 1, 8; TN CCSS Writing 4, 7, 9)		
6	Define confidentiality in the context of school counseling. Synthesize information from local, state, and federal laws and policies to create a list of guidelines under which student counseling records may be released and to whom. Use the guidelines to analyze counseling case studies and assess the extent to which confidentiality requirements were appropriately implemented. (TN CCSS Reading 4, 8; TN CCSS Writing 4, 7)		<ul style="list-style-type: none"> • HOSA: Researched Persuasive Speaking • TSA: Essays on Technology
7	Compare and contrast mental health therapy models/theories and create an informational artifact summarizing the findings. Include key theorists, their therapy philosophies and techniques, and implications for modern counseling practice. Theories to research include but are not limited to: <ol style="list-style-type: none"> Behavioral therapy Cognitive-Behavioral therapy Person-Centered therapy Family Systems therapy (TN CCSS Reading 1, 2, 9; TN CCSS Writing 2, 7; TN Psychology; TN Sociology)	FCCLA: Advocacy	<ul style="list-style-type: none"> • FBLA: Desktop Publishing • TSA: Desktop Publishing
8	Illustrate specific strategies used within the following major domains highlighted by the American School Counselor Association: <ol style="list-style-type: none"> Academic Personal/Social Career (TN CCSS Reading 1; TN CCSS Writing 8)		
9	Working collaboratively, research various models of student-to-student intervention, including but not limited to peer mediation and tutoring. Assess the potential benefits of implementing a peer assistance program within a school and present findings to the class. (TN CCSS Reading 1, 2, 8; TN CCSS Writing 4, 7, 9)	FCCLA: Interpersonal Communications	
10	Research the types, indicators, and the legal requirements for reporting child welfare issues. Prepare an informational artifact for different types of issues, describing the common signs and symptoms indicative of abuse, and outline the reporting requirements and procedures at the district and state levels. (TN CCSS Reading 7; TN CCSS Writing 4, 7, 9; FACS 4)		

11	<p>Research circumstances that elementary level guidance counselors may be required to address. Synthesize information gathered into a research paper or project on topics including, but not limited to:</p> <ul style="list-style-type: none"> a. Divorce/remarriage of parents b. Discipline issues c. Learning disabilities d. Career awareness and exploration e. Education on understanding self and others f. Peer relationships, coping strategies and effective social skills g. Transition to middle school <p>(TN CCSS Reading 1, 9; TN CCSS Writing 1, 7, 9; TN Psychology; FACS 4, 12)</p>	FCCLA: Advocacy	<ul style="list-style-type: none"> • HOSA: Researched Persuasive Writing
12	<p>12) Research situations that guidance counselors in middle schools may need to address. Synthesize information gathered into a research paper or project on topics including, but not limited to:</p> <ul style="list-style-type: none"> a. Puberty b. Discipline issues c. Learning disabilities d. Bullying e. Eating disorders f. Academic skills support and planning g. Peer relationships and effective social skills h. Communication, problem-solving, decision-making and conflict resolution i. Career awareness, exploration and planning j. Substance abuse education k. Individual/family/school crisis intervention l. Transition to high school <p>(TN CCSS Reading 1, 9; TN CCSS Writing 1, 7, 9; TN Psychology; FACS 4, 12)</p>	FCCLA: Advocacy	<ul style="list-style-type: none"> • HOSA: Researched Persuasive Writing
13	<p>Craft an argumentative essay about the strength of peer influence versus parental influence on decision-making among adolescents. Develop claim(s) and counterclaim(s) with reasoning and evidence. (TN CCSS Reading 1; TN CCSS Writing 1, 9; FACS 4, 6, 12, 13)</p>	FCCLA: Advocacy	<ul style="list-style-type: none"> • FBLA: Business Ethics • HOSA: Researched Persuasive Writing, Biomedical Debate • TSA: Debating Technological Issues

14	<p>Research situations that guidance counselors in high schools may need to address. Synthesize information gathered into a research paper or a project based on topics including, but not limited to:</p> <ul style="list-style-type: none"> a. Class scheduling b. Popularity c. Stress d. Peer relationships and effective social skills e. Bullying f. Sexuality g. Pregnancy or other health issues h. Truancy and school refusal i. Juvenile Justice j. Drug and alcohol use k. Study and test-taking skills l. Postsecondary planning and application process m. Career planning and awareness n. Conflict resolution <p>(TN CCSS Reading 1, 9, 10; TN CCSS Writing 1, 7, 9; TN Psychology; FACS 4)</p>	FCCLA: Advocacy	<ul style="list-style-type: none"> • FFA: Agricultural Issues • HOSA: Researched Persuasive Speaking • TSA: Children's Stories
15	<p>15) Demonstrate understanding of the Tennessee juvenile justice system by synthesizing information from various reputable sources to describe:</p> <ul style="list-style-type: none"> a. The potential roles and responsibilities of a school counselor b. The role of a Court Appointed Special Advocate c. The three major circumstances under which a juvenile court decides custody arrangements for juveniles <p>(TN CCSS Reading 2; TN CCSS Writing 7; FACS 12)</p>		<ul style="list-style-type: none"> • HOSA: Researched Persuasive Writing, Extemporaneous Writing • TSA: Essays on Technology
16	<p>Research tools for assessing self-harm and suicide risk, including depression inventories. Create a chart for analyzing risk level (low, medium, high) based on the following:</p> <ul style="list-style-type: none"> a. Immediate predictors b. Psychiatric history c. Current life events or situations d. Support systems e. Emotional or behavioral factors <p>(TN CCSS Reading 7; TN CCSS Writing 4; FACS 12)</p>		
17	<p>Create an informative artifact explaining the difference between characteristics of grief at preschool, elementary, and secondary school levels and cite evidence for appropriate preliminary interventions. (TN CCSS Reading 1, 9; TN CCSS Writing 4)</p>		<ul style="list-style-type: none"> • FBLA: Desktop Publishing • TSA: Desktop Publishing

18	Develop grade-appropriate written and illustrated instructional materials, including electronic media (if available), directing students to various resources. Examples of resources include but are not limited to crisis hotlines and social service agencies. (TN CCSS Writing 4, 9)		<ul style="list-style-type: none"> • FBLA: Computer Applications • TSA: Desktop Publishing, Children's Stories
19	Develop and practice active listening skills including identification of speaker's major points, focusing on speaker's message rather than listener's response, discriminating between fact and opinion, and verifying interpretation of message. Use appropriate note-taking techniques and overcome communication barriers by treating the speaker with courtesy and respect. Seek clarity of reception of communication by responding to verbal messages and other cues such as body language by rephrasing statements and asking questions. (TN CCSS Writing 3; TN Sociology; FACS 13)	FCCLA: Interpersonal Communications	<ul style="list-style-type: none"> • FBLA: Business Communication • FFA: Prepared Speaking, Extemporaneous Speaking
20	Differentiate between verbal and nonverbal communication when interacting with students. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques. (TN CCSS Reading 4, 9; TN CCSS Writing 7; TN Sociology; FACS 13)	FCCLA: Interpersonal Communications	
21	Practice communication skills by writing and participating in role play exercises and critiquing the role play exercises of others. Demonstrate specific techniques for building rapport with students, parents, and other stakeholders, including but not limited to: <ol style="list-style-type: none"> Reflecting without judgment Affirmation Summarizing Asking open-ended questions Empathizing (TN CCSS Writing 4; FACS 13)	FCCLA: Interpersonal Communications	
22	Cite evidence to support the idea that conflict is a normal part of human relationships at home, school, and work. Compare and contrast communication styles in conflicts. Practice different styles of handling conflicts by participating in role-play exercises and critiquing the role-play exercises of others. (TN CCSS Reading 1)	FCCLA: Interpersonal Communications	<ul style="list-style-type: none"> • TSA: Digital Video Production, On Demand Video
ALL	CAN BE USED WITH ALL/MOST STANDARDS	<ul style="list-style-type: none"> • FCCLA: Illustrated Talk, Chapter in Review Display, Chapter in Review Portfolio, Teach and Train, Early Childhood Education, Focus on Children, Career Investigation 	<ul style="list-style-type: none"> • SkillsUSA: Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display,